



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

clothing. This unit arrangement provides for great flexibility in the use of the book. Suggestions and questions at the close of each lesson present ideas for making the work individual and concrete. The teacher who reads this volume at once realizes the value of its great project, in equipping and providing for a home, as a factor for motivating the year's work. It is a project through which problems of significance are worked out, which develop in the pupil a keen sense of judgment, ability to execute, and ability to appreciate, good arrangement and proper relationships.

Care of the house, the selection of food, the preparation of meals, and the protection of the health of the household are the main topics discussed in the second volume. The lessons are selected with discrimination, and suitable balance is maintained between the various topics. The caption "What All Eighth-Grade Girls Should Know" might fitly be applied to the content. The preparation of meals serves as the basis of food study, and otherwise there is evident the purpose to gather out of the pupils' experience and interests what gives motive toward effective work. Another feature is the use of the house as a supplementary laboratory.

The book does not make adequate provision for the development of thought and initiative on the part of the pupil, and fails to give opportunity for the understanding of principles through experiments. The particular activities and methods of work for the girls of "Sunnyside Apartment" become a law to the users of the book as a text. Likewise, the personality and potential resourcefulness of a teacher are submerged in that of the much-quoted and ever-present "Miss Ashley." These features, together with an unfortunate conversational style, make the book much less valuable as a text than for reference purposes. An attractive as well as a valuable feature is the abundant use of well-designed and pertinent illustrations.

Curriculum material.—*The Nineteenth Yearbook of the National Society*, Part I, emphasized the need of new materials for the curriculum. In accord with such a program a study¹ has recently been published by the faculty of the Francis W. Parker School of Chicago which contains a number of interesting experiments on the adaptation of the curriculum to the individual. These studies were selected from lessons used by the various grades during the past year, and, in most cases, the methods and materials used are within the scope of the average classroom. The first chapter contains a number of project exercises devised for a seventh-grade class. The second chapter, entitled "Social Interests in the Class Room," gives a number of lessons in civics and four very interesting eighth-grade studies on the life of Lincoln. Another chapter contains a concrete report of some community activities in the school, such as a paper-saving and a postage-saving campaign, which were a part of

¹ *Francis W. Parker School Studies in Education*, "The Individual and the Curriculum." Chicago: Francis W. Parker School, 1920. Pp. 158. \$0.45.

a larger attempt to educate in thrift. A chapter on the "Relation of Art to School Activities" contains material for both upper and lower grades.

The theme of the studies is set forth in a paragraph from the Preface. "In speaking of the needs of the modern world, Dr. Dewey says that a democratic society 'must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder.' The object of this volume is to suggest that the aims here defined can be best realized by having a schedule flexible enough to meet special and individual needs, and a curriculum adapted to the demands of each child's mind and spirit."

These *Studies in Education*, formerly called yearbooks, are published annually by the faculty of the Francis W. Parker School. This type of co-operative curriculum study is very desirable, and it would be helpful if similar work could be reported from many schools.

Stanford-Binet test material.—The use of the Stanford revision of the Binet-Simon test has been subject to two difficulties which are now removed. The first of these was the necessity of memorizing the standard form for giving all of the tests, since these were scattered through the larger book, *The Measurement of Intelligence*, and could not readily be referred to during the process of testing. The difficulty of memorizing all of the directions has certainly produced some variations in giving the tests, which, in turn, have modified the results to some degree. These directions are now formulated conveniently in a condensed form¹ similar to that used by the army for the Alpha tests. The use of this manual should make the procedure of giving the tests more uniform and accurate. An important comment by the author should be noted. "It is impossible, however, to warn the inexperienced examiner too emphatically against the dangers inherent in the routine application of mental tests without some knowledge of their derivation, meaning, and purpose. The necessary psychological background for the use of the Binet scale I have tried to supply in *The Measurement of Intelligence*, and in *The Intelligence of School Children* I have explained the practical uses of mental tests in the grading and classification of school children. It is only as a supplement to these books that the procedure of the Stanford Revision is here presented in abbreviated form" (p. 5).

A second difficulty encountered in testing large numbers of school children was the expense of the record booklet. A modified form of this has been provided on a single sheet, which may be used by trained examiners at considerably less expense.

Group intelligence tests.—The number of group tests for mental ability is increasing very rapidly. The point has now been reached where the publication of additional tests needs to be justified by some new or unique characteristic,

¹ LEWIS M. TERMAN, *Condensed Guide for the Stanford Revision of the Binet-Simon Intelligence Tests*. Boston: Houghton Mifflin Co., 1920. Pp. 32. \$1.00.